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ANNUAL CATALOGUE

OF THE

❖STATE❖NORMAL❖SCHOOL❖

AT

ST. CLOUD, MINNESOTA,

FOR THE

School Year ending May 27th, 1885,

WITH

ANNUAL CIRCULAR

FOR THE .

YEAR 1885-86.

ST. CLOUD, MINN.

JOURNAL-PRESS STEAM PRINT.
1885.

Calendar for 1885-1886.

FIRST TERM--19 WEEKS.

Entrance Examinations, - - - August 27 and 28, 1885.

Work of the Term begins, - - August 31.

First Term ends, - - - - - January 14, 1886.

SECOND TERM--19 WEEKS.

Entrance Examinations, - - - January 20 and 21, 1886.

Work of the Term begins, - - January 20.

Second Term ends, - - - - - June 2.

HOLIDAY VACATION.

Begins at noon, - - - - - December 23, 1885.

Closes at 8:30 o'clock, A. M., - January 6, 1886.

COMMENCEMENT WEEK.

Model School Entertainment, - May 31, 1886.

Class Day, - - - - - June 1.

Alumni Reunion, - - - - - June 1.

Graduation Exercises, - - - June 2.

HON. D. L. KIEHLE,

Superintendent of Public Instruction.

STATE NORMAL BOARD,

1895-1896.

HON. H. B. WILSON, President, - - - - Red Wing.

HON. D. L. KIEHLE, *Ex-officio* Secretary, - - St. Paul.

HON. C. H. BERRY, Resident Director, - - - Winona.

HON. W. B. MITCHELL, Resident Director, - St. Cloud.

HON. GEO. T. BARR, Resident Director, - - Mankato.

PROF. SANFORD NILES, - - - - - Rochester.

HON. J. C. WHITNEY, - - - - - Minneapolis.

*Annual meeting of the Board on the first Tuesday in June,
at the office of the Secretary in St. Paul.*

Faculty of Instruction.

THOMAS J. GRAY, President,

Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,

School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,

Methods and Superintendent of the Training School.

G. W. GILLETTE,

Natural Science.

ADA A. WARNER,

Botany, Geometry, Trigonometry and Geography.

WAITE A. SHOEMAKER,

Arithmetic, Algebra and Astronomy.

MARY F. WHEELLOCK,

Latin, Civil Government and Grammar.

ROSE A. JOSLIN,

Rhetoric, English Literature, Reading and Elocution.

KITTIE W. ALLEN,

Librarian, English Grammar and Geography.

IDA E. PAGE,

Critic in Training School.

CARRIE E. GRAHAM,

Critic in Training School.

MRS. A. V. WHITING,

Matron of the Ladies' Home.

JOHN BUCKMAN,

Janitor.

Catalogue of Students for 1884-1885.

NORMAL DEPARTMENT.

SENIOR CLASS.

| | | |
|---------------------|--------------|-------|
| Bach, Hannah L. | St. Cloud, | Minn. |
| Barnes, Lewis S. | Stillwater, | Minn. |
| Fourt, Lavinia | Wadena, | Minn. |
| Huntsman, Sarah G. | Minneapolis, | Minn. |
| Little, Clara J. | Richardson, | Wis. |
| Metzroth, Susanna | St. Cloud, | Minn. |
| Stevens, Charles M. | Clearwater, | Minn. |
| Stanton, Edward S. | Sauk Rapids, | Minn. |

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JUNIOR CLASS.

| | | |
|-------------------|----------------|-------|
| Ayer, Ina | Belle Prairie, | Minn. |
| Chadbourne, Sarah | Princeton, | Minn. |
| Cossairt, Samuel | Eden Lake, | Minn. |
| Doran, James H. | Champlain, | Minn. |
| Green, Jessie F. | Herman, | Minn. |
| Huntsman, Mary L. | Minneapolis, | Minn. |
| Wilson, Nettie E. | St. Cloud, | Minn. |

—7

A CLASS.

| | | |
|---------------------|------------------|-------|
| Bailey, Harry C. | Santiago, | Minn. |
| Bowen, Alice | South Side, | Minn. |
| Covell, Burton | Fergus Falls, | Minn. |
| Covell, Burness S. | Fergus Falls, | Minn. |
| Fitch, Anna M. | Henderson, | Minn. |
| Hyde, Henry M. | Clifton Springs, | N. Y. |
| Kimball, Cecilia | Fair Haven, | Minn. |
| Martin, James A. | Cambridge, | Minn. |
| Myers, Estelle E. | Maine Prairie, | Minn. |
| Peterson, Peter T. | Gilchrist, | Minn. |
| Pierce, Mariette L. | St. Paul, | Minn. |
| Page, Luna | Pine Island, | Minn. |
| Roy, William A. | Maple Lake, | Minn. |
| Sauntry, Julia A. | Minneapolis, | Minn. |
| Stone, Amy M. | Pine Island, | Minn. |
| Wakefield, Mary E. | Forest City, | Minn. |
| Wolcott, Marion | West Union, | Minn. |

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B CLASS.

| | | |
|----------------------|------------------|-------|
| Baxter, Elizabeth | Minneapolis, | Minn. |
| Bittrich, Theresa M. | St. Paul, | Minn. |
| Bohannon, Isabel | Brooklyn Centre, | Minn. |
| Bradford, Belle | Minneapolis, | Minn. |
| Bowen, Sarah E. | South Side, | Minn. |
| Campbell, Jennie E. | St. Cloud, | Minn. |
| Carlin, Catherine | Clear Lake, | Minn. |
| Connell, Mary | Watab, | Minn. |
| Delaney, Minnie | St. Cloud, | Minn. |
| Dunnewold, Judith | Duelm, | Minn. |

| | | |
|---------------------|------------------|-------|
| Fogelsonger, Laura | Long Lake, | Minn. |
| Galernault, John | Sauk Rapids, | Minn. |
| Garborg, Samuel | Grinnell, | Iowa. |
| Garborg, Abel | Clear Lake, | Minn. |
| Geer, Jessie J. | Burbank, | Minn. |
| Gilman, Beulah G. | St. Cloud, | Minn. |
| Hammons, Lucy | Anoka, | Minn. |
| Hart, Laura M. | Barnesville, | Minn. |
| Hoagland, Addie | Wayzata, | Minn. |
| Huber, Mary | St. Cloud, | Minn. |
| Huntsman, Bertha F. | Minneapolis, | Minn. |
| Knowlton, Frederick | St. Cloud, | Minn. |
| Knowlton, Mattie E. | St. Cloud, | Minn. |
| Lockwood, Addie M. | Brooklyn Centre, | Minn. |
| Lerwick, Lewis | Dalton, | Minn. |
| Manz, Emma | Paynesville, | Minn. |
| McMillan, William | Dayton, | Minn. |
| Miller, Margaret | St. Cloud, | Minn. |
| Moore, Anna R. | Stacy, | Ill. |
| McCusker, Margaret | Litchfield, | Minn. |
| Nessel, Elizabeth | Rush City, | Minn. |
| Oakes, Celia J. | Clearwater, | Minn. |
| Pedley, Jennie | Little Falls, | Minn. |
| Putnam, Herbert | Maine, | Minn. |
| Pierce, Harriet E. | Sauk Rapids, | Minn. |
| Porter, Clara | Aitken, | Minn. |
| Phipps, Holly | Paynesville, | Minn. |
| Reed, May I. | Hancock, | Minn. |
| Reinhard, Alphonse | St. Cloud, | Minn. |
| Riley, Mary | Grove Lake, | Minn. |

| | | |
|--------------------|----------------|-------|
| Ruggles, Addie L. | Hagar, | Mich. |
| Smith, Mary H. | Clearwater, | Minn. |
| Stevenson, Anna M. | St. Cloud, | Minn. |
| Wakefield, Nellie | Royalton, | Minn. |
| Wilson, Ole K. | Gilchrist, | Minn. |
| Wolhart, Ellen M. | Rices Station, | Minn. |
| Young, Mary | Wadena, | Minn. |

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C CLASS.

| | | |
|----------------------|-----------------|-------|
| Adamson, Francis O. | Holmes City, | Minn. |
| Arseneau, John | St. Cloud, | Minn. |
| Atwood, Edwin W. | Maine Prairie, | Minn. |
| Bailey, Ella | Santiago, | Minn. |
| Barnes, Henrietta J. | St. Cloud, | Minn. |
| Barry, Maria M. | Barry, | Minn. |
| Belknap, Linnie | Minneapolis, | Minn. |
| Belton, Mary | Ward, | Minn. |
| Berg, Nettie C. | Battle Lake, | Minn. |
| Bigelow, Hattie | Santiago, | Minn. |
| Blattner, John M. | Duelm, | Minn. |
| Boehm, John C. | Rich Prairie, | Minn. |
| Bold, William | Cold Springs, | Minn. |
| Bowing, Albert E. | St. Cloud, | Minn. |
| Bowing, Harry C. | St. Cloud, | Minn. |
| Boylan, Anna L. | Paynesville, | Minn. |
| Bradshaw, Alfred C. | Pelican Rapids, | Minn. |
| Bretzke, Mary | Fair Haven, | Minn. |
| Brown, May P. | Maine Prairie, | Minn. |
| Cambell, Gertrude | Clearwater, | Minn. |
| Clark, Albert | St. Cloud, | Minn. |

| | | |
|------------------------|----------------|-------|
| Clute, Nellie V. | Mormontown, | Iowa. |
| Colburn, Maria | Hawley, | Minn. |
| Colgrove, Frances A. | Clearwater, | Minn. |
| Corcoran, Katie A. | Corcoran, | Minn. |
| Cross, Annie C. | Sauk Rapids, | Minn. |
| Denton, Mary | Groton, | Dak. |
| Denton, Edith | Groton, | Dak. |
| Dill, Victoria M. | Wabasha. | Minn. |
| Dow, Nellie M. | St. Cloud, | Minn. |
| Dye, Ada | Eden Lake, | Minn. |
| Eaton, Nellie M. | Lincoln, | Neb. |
| Engdahl, Hilda | North Branch, | Minn. |
| Epler, Mary J. | Otter Tail, | Minn. |
| Epler, Cora B. | Otter Tail, | Minn. |
| Fay, Anna | St. Cloud, | Minn. |
| Ferrin, Mabel A. | St. Cloud, | Minn. |
| Flint, Elvira | Leaf Valley, | Minn. |
| Gans, Peter J. | St. Cloud, | Minn. |
| Gates, Lillie A. | Harrison, | Minn. |
| Geer, Henrietta | Burbank, | Minn. |
| Getchell, Carrie A. | Brockway, | Minn. |
| Getchell, Lottie H. | St. Cloud, | Minn. |
| Getchell, Walter | St. Cloud, | Minn. |
| Gilkinson, Andrew | Kingston, | Minn. |
| Gillpatrick, Henrietta | Royalton, | Minn. |
| Gorst, Mary A. | Fort Ripley, | Minn. |
| Gray, Harrison | St. Cloud, | Minn. |
| Harris, Alfred J. | McCauleyville, | Minn. |
| Harris, Mary J. | McCauleyville, | Minn. |
| Hedlund, Christina L. | St. Cloud, | Minn. |

| | | |
|----------------------|-----------------|-------|
| Heinen, Joseph | Torah, | Minn. |
| Hengel, Peter J. | Rockville, | Minn. |
| Howell, Josephine | Johnson, | Minn. |
| Hoyt, Freeland | Maine Prairie, | Minn. |
| Huber, Lavina | St. Cloud, | Minn. |
| Hunter, Mary M. | Breckenridge, | Minn. |
| Hyatt, Harry C. | St. Cloud, | Minn. |
| Jacobs, John | Cold Springs, | Minn. |
| Jansky, Christian J. | St. Cloud, | Minn. |
| Johnson, Alice | Fargo, | Dak. |
| Johnson, Hattie | Pomme de Terre, | Minn. |
| Jones, Addie M. | Minneapolis, | Minn. |
| Kinnie, Gussie | Pelican Rapids, | Minn. |
| Kirk, Effie | Clearwater, | Minn. |
| Kirk, Ella M. | Clearwater, | Minn. |
| Larson, Annie | Garfield, | Minn. |
| Lee, Arthur B. | Clearwater, | Minn. |
| McCrea, Anna | Perham, | Minn. |
| Mathewson, Nellie S. | Pelican Lake, | Minn. |
| Maxson, Amelia | Maple Plain, | Minn. |
| Maxson, Olive L. | Maple Plain, | Minn. |
| May, Edward P. | Little Sauk, | Minn. |
| Mitchell, Elizabeth | Fergus Falls, | Minn. |
| Mitchell, Lizzie J. | Eden Prairie, | Minn. |
| Morgan, Alpha | St. Cloud, | Minn. |
| Moulin, Mary | St. Cloud, | Minn. |
| Nolan, Mary | Sauk Rapids, | Minn. |
| Norton, Edwin J. | Clear Lake, | Minn. |
| O'Connor, Edward | Benson, | Minn. |
| O'Connor, Josephine | Benson, | Minn. |

| | | |
|---------------------------|--------------|-------|
| Owens, Minnie | Thompson, | Minn. |
| Paulson, Andrew E. | Hillsboro, | Dak. |
| Perkins, Clara A. | Princeton, | Minn. |
| Prater, Elijah | Bloomington, | Ky. |
| Pratt, Lucius L. | Princeton, | Minn. |
| Rank, Anna | Minneapolis, | Minn. |
| Raymond, Nettie | St. Cloud, | Minn. |
| Rathbun, Edward | St. Cloud, | Minn. |
| Reeves, Anna J. | Eden Lake, | Minn. |
| Redoute, Mary | Alexandria, | Minn. |
| Rist, Sophia | Brunswick, | Minn. |
| Reiter, Henry | Rockville, | Minn. |
| Rider, Belle | Stillwater, | Minn. |
| Rogers, Nellie M. | St. Cloud, | Minn. |
| Rogers, Charles | St. Cloud, | Minn. |
| Sanders, Minnie, | Alexandria, | Minn. |
| Sander, Martha | St. Paul, | Minn. |
| Schenck, Horace B. | St. Cloud, | Minn. |
| Shaleen, Hannah | Centre City, | Minn. |
| Sherman, Emma | Battle Lake, | Minn. |
| Smith, M. Louise | Clearwater, | Minn. |
| Smith, Helen E. | Clearwater, | Minn. |
| Smith, Harry | St. Cloud, | Minn. |
| Snow, Mabel | St. Cloud, | Minn. |
| Snow, Ada H. | St. Cloud, | Minn. |
| Spiestersbach, Charles P. | Sauk Centre, | Minn. |
| Stearns, Anna F. | St. Cloud, | Minn. |
| Stauffer, Effie E. | Burbank, | Minn. |
| Sundberg, Selma | Cokato, | Minn. |
| Supple, Mary | St. Cloud, | Minn. |

| | | |
|--------------------|----------------|-------|
| Supple, Ella | St. Cloud, | Minn. |
| Tibbetts, Anise A. | Aitken, | Minn. |
| Utsch, Herman M. | North Prairie, | Minn. |
| Veeder, Etta | Getty, | Minn. |
| Vivian, Kittie | Alexandria, | Minn. |
| Vogel, Geo. W. | Star Lake, | Minn. |
| Walkley, Rose | Maine Prairie, | Minn. |
| Walker, Laura E. | Brainerd, | Minn. |
| Waite, Clarke | St. Cloud, | Minn. |
| Weber, Nicholas K. | Luxemburg, | Minn. |
| Whittemore, Idella | St. Cloud, | Minn. |
| Weiser, Hattie C. | Valley City, | Minn. |
| Wiley, Lizzie | Rices Station, | Minn. |
| Wilder, Clara | Shakopee, | Minn. |

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SPECIALS.

| | | |
|---------------------|-------------------|-------|
| Clark, Ellen | St. Cloud, | Minn. |
| Chandler, William | Strawberry Point, | Iowa. |
| Clancy, Carlotta W. | Beatrice, | Neb. |
| Cooper, Arthur C. | St. Cloud, | Minn. |
| Brower, Josie | St. Cloud, | Minn. |
| Fridley, Don | Becker, | Minn. |
| Hubbard, Alfred E. | St. Cloud, | Minn. |
| Justice, Chas. S. | St. Cloud, | Minn. |
| Lucas, Laura | Faribault, | Minn. |
| McClure, Shepard | St. Cloud, | Minn. |
| McMurchy, Wilton | Brainerd, | Minn. |
| Paddock, Ella | Maine Prairie, | Minn. |

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PREPARATORY DEPARTMENT.

| | | |
|----------------------|--------------|-------|
| Andrews, Della | Burbank, | Minn. |
| Ayers, Annie | Haven, | Minn. |
| Ayers, Susie | Haven, | Minn. |
| Bailey, Minnie | Santiago, | Minn. |
| Beaudreau, Celestina | St. Cloud, | Minn. |
| Burgh, Magnus P. | Appleton, | Minn. |
| Brunning, Bernard | | |
| Bleedorn, Gustave | Watertown, | Minn. |
| Brand, Libbie | | Ky. |
| Carrick, Etta M. | Otsego, | Minn. |
| Eich, Henry | St. Cloud, | Minn. |
| Fox, Mary | Dayton, | Minn. |
| Helmer, Emmett | Paynesville, | Minn. |
| Herberger, Joseph | St. Cloud, | Minn. |
| Hurley, Frank | | |
| Hunt, Spencer | | |
| Ickler, Minnie | St. Paul, | Minn. |
| Keough, Matthew W. | | |
| Keopp, Gustave | | |
| Kirk, Samuel B. | Clearwater, | Minn. |
| Knickerbocker, Etta | Clearwater, | Minn. |
| Knickerbocker, Emma | Clearwater, | Minn. |
| Karles, Nicholas | St. Cloud, | Minn. |
| Moke, Bernard | | |
| Mockenhaupt, August | St. Cloud, | Minn. |
| O'Brien, Katie | Haven, | Minn. |
| Oltman, Charles | Rices, | Minn. |
| Roy, John B. | St. Paul, | Minn. |
| Sargent, Florena | Osakis, | Minn. |

| | | |
|---------------------|---------------|-------|
| Shaw, Judson | St. Cloud, | Minn. |
| Shaw, Olive | St. Cloud, | Minn. |
| Sloan, Louise | St. Cloud, | Minn. |
| Smith, Ollie | St. Cloud, | Minn. |
| Stanley, Alice | Sauk Rapids, | Minn. |
| Thovsen, Olaf | Gilchrist, | Minn. |
| Weyrens, Matthew G. | Eden Lake, | Minn. |
| Weins, Peter | Cold Springs, | Minn. |
| Westurn, Lettie | St. Cloud, | Minn. |
| Weber, Peter J. | Luxemburg, | Minn. |
| Zabel, Albert | Paynesville, | Minn. |

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GRAMMAR DEPARTMENT.

| | |
|-------------------|--------------------|
| Aerne, Robert | Martin, Samuel |
| Andrews, Alonzo | Nierenhausen, John |
| Bonham, Willard | Noel, William |
| Bauler, John | Noel, May |
| Bowen, Leslie | Noel, Adolphus |
| Bach, Lena | Orth, August |
| Ball, Forest | Paulson, Anna |
| Ball, May | Rausch, Nicholas |
| Baitinger, John | Rausch, John |
| Brauch, John | Robertson, Winnie |
| Brauch, Mary | Soule, Bennie |
| Brandrup, Thomas | Soule, Ariel |
| Bruckart, Blanche | Smith, Harry |
| Brunning, Bernard | Smith, Henry |
| Forman, Clifton | Savercool, Jennie |
| Fritz, Andrew | Schaefer, Emma |

| | |
|-------------------|----------------------|
| Gilman, Lucile | Schaefer, John |
| Getchell, Frank | Seberger, Theresia |
| Goetten, Peter | Schoenleben, Moses |
| Griebler, Joseph | Schwartz, Willie |
| Hyde, Leon | Schwartz, Joseph |
| Handrahan, Eddie | Tenvoorde, Theodore |
| Hartmann, Charles | Vossberg, Eddie |
| Justice, Jessie | Westurn, Warren |
| Karels, Mary | Wetzel, Mathew |
| Karels, Nicholas | Wakefield, Lewis |
| Leisen, Joseph | Wartemberg, Anton |
| Latsch, Lewis | Wegner, August |
| Marlatt, John | Zimmermann, Nicholas |

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PRIMARY DEPARTMENT.

| | |
|------------------|------------------|
| Aspinwall, Grace | McKelvy, Maggie |
| Baxter, Nellie | Noel, Walter |
| Bruckart, Leigh | Noel, Mary |
| Beebe, Willie | Rabeschung, Mary |
| Gray, Mabel | Smart, Ina |
| Gray, Jessie | Setzer, Hattie |
| Gray, Elsie | Shaw, Kittie |
| Hyde, Wilfred | Schuman, Egan |
| Hansen, Flora | Schaefer, John |
| Hubbard, Blanche | Temple, Agnes |
| Marvin, Cora | Wilson, Neva |
| Marvin, Charlie | Wakefield, Roy |
| Marvin, Henry | Whitman, Luther |
| Magnuson, Eddie | |

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Recapitulation.

NORMAL DEPARTMENT.

Advanced Course:

| | |
|-------------------------|------|
| Senior Class, - - - - - | 8 |
| Junior Class, - - - - - | 7—15 |

Elementary Course:

| | |
|-------------------------------|------------|
| A Class, - - - - - | 17 |
| B Class, - - - - - | 47 |
| C Class, - - - - - | 125 |
| Specials,* - - - - - | 12—216 |
| PREPARATORY DEPARTMENT, - - - | 40 |
| MODEL DEPARTMENT, - - - - | 85 |
| Total Enrollment, - - - - - | <u>341</u> |

*Tuition pupils and those taking a part of the course of study.

Graduating Class--May 27, 1885.

ADVANCED COURSE.

| NAME. | ESSAY. |
|-------------------------|--|
| Hannah L. Bach..... | <i>Agassiz at Penikese.</i> |
| Lewis S. Barnes..... | <i>Teaching as a Vocation.</i> |
| Clara J. Little..... | <i>Educational Theories of John Sturm.</i> |
| Susanna Metzroth..... | <i>The Garden Spider.</i> |
| Charles M. Stevens..... | <i>Salutatory.—Methods.</i> |

ELEMENTARY COURSE.

| | |
|-------------------------|--|
| Burton Covell..... | <i>The Jury System.</i> |
| Anna M. Fitch, | <i>Common Knowledge the Basis of School Work.</i> |
| Lavinia Fourt..... | <i>Alma Mater—A Meditation.</i> |
| Sarah G. Huntsman, | <i>Should Latin be taught in the State High Schools?</i> |
| Cecilia Kimball. . . | <i>A Letter—Advice to a Brother at College.</i> |
| Estelle E. Myers..... | <i>Richard Cobden.</i> |
| James Martin..... | <i>The Hero of Soudan.</i> |
| Peter T. Peterson..... | <i>“Woodman, Spare that Tree.”</i> |
| Luna Page..... | <i>The Lay of Melrose.</i> |
| Marietta L. Pierce..... | <i>Romeo and Juliet.</i> |
| Julie Sauntry..... | <i>Valedictory.—Unfinished Spires.</i> |
| Marion Wolcott..... | <i>Child Literature.</i> |

CIRCULAR.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of common and graded schools. To this end the departments of instruction are:

I. ACADEMIC.

The necessity of this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true in the case where pupils leave schools to teach in which no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught, so they repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers have any special training for their work. While it may be admitted to be theoretically desirable to confine the work of Normal Schools to strictly professional subjects, practically the scheme is not realizable in fact. This is the experience of all Normal Schools, and has remained so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. Now the Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of, and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This renders it necessary to give much attention to the various branches of the common school course. They need to be known not only as to fact but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and condition of development. Hence the pupil is given a thorough course in Mental Science upon which is based a full course in Methods of Teaching. The trend of this work may be seen in Sully's Psychology. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, and School Law are added to this department. Following the work in Mental Science, but preceding the instruction in the detailed methods for teaching the various subjects, this school offers a course of training in the art of teaching, having a relation to the

work in the school room similar to that which the comprehensive treatment of painting or sculpture has to the work of the studio. A portion of the principles upon which this course is based may be seen in the following

OUTLINES OF THE ART OF TRAINING.

"Training is knowledge realizable in practice with the quickness of an instinct."
—BAIN.

GENERAL METHOD.

Ideas of each principle are first developed, then the principle is applied in the practice of the art, until both art and science are perfected by their natural reaction upon each other.

I. The art of analyzing subject-matter and arranging its elements in a logical order, and in an order in which the mind of the learner is capable of receiving it.

NOTES.

(1) Text-books analyze subject-matter and arrange it in logical order, but seldom is the order in detail one in which the mind of the learner is capable of receiving it; hence the necessity of the teacher's possessing the art of such arrangement.

(2) If the text-book should attempt to do this work for the teacher, it could only present a "cut and dried" plan fitting a supposed but never an actual case. The teacher must be prepared to originate arrangements adapted to minds of varied capability, having varied training and possessed of varied previous knowledge. No two situations are alike. Hence this art is absolutely necessary to good teaching.

PRINCIPLES.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning.

Still the mind must be exercised as a unity, and not as a "bundle of detached powers."

2. The idea precedes the term: objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.
4. The concrete precedes the abstract.
5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.

Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until *after* the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Taine*.

Hence we have the following principle:

6. The outline should precede details. The indefinite precedes the definite.
7. Knowledge should precede rules. Rules should precede anomalies and exceptions.
8. An epitome systematizes knowledge, and should come *after* it.
9. Proceed from the physical to the mental. Perception of material objects precedes reflection.
10. Proceed from the empirical to the rational.
11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.
12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.
13. The individual whole should first be taught, then synthesis of individuals to form classes.
14. First analysis, then synthesis of imitation, then synthesis of invention.
15. Proceed from the simple to the complex.

NOTE.

A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniform arrangements facilitate acquirement.
20. The affirmative should precede the negative.

II. The art of rousing the self-activity of the pupil.

PRINCIPLES.

1. What the pupil acquires without aid is more his than it else could be.
2. It is what the pupil does for himself which strengthens his powers.
3. Self-activity is roused by interest.
4. A clear understanding of a subject produces interest. (Hence see principles under I.)
5. "Instruct in such a way that an interest may awake, and remain active for life."

III. The art of impressing what is taught.

PRINCIPLES.

1. One step must be thoroughly mastered before taking the next.
2. "He who knows one thing thoroughly, knows potentially much more."
3. Concentration is necessary to retention.
4. "The revivability of past impressions varies inversely as the vividness of present feelings."—*Spencer*.
5. "Of good heed-taking springeth chiefly knowledge."—*Ascham*.
6. "Practice makes perfect."
7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement."
8. Reason should assist memory.
9. Visual feelings are of all feelings most easily reproduced in thought.

IV. The art of cultivating intellectual power.

1. Power acquired by learning lasts longer than the thing learned.
2. The mind is formed by being furnished.
3. Faculties must be cultivated in the order in which they will act.
4. Faculties are developed through the performance of those functions which it is their office to perform.
5. The mind *as a whole* admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

V. The art of cultivating the power of expression.

1. Ideas are classified and thoughts made clearer by being expressed. "Every time we say a thing, we get a mechanical advantage in detaching it well and deliverly."—*Emerson*.

2. The ground of all sound knowledge is to understand the meaning of the words that are in your mouths all day long.—*Socrates*.

3. Ideas precede terms, etc. (See second principle under I.)

4. Terms are largely arbitrary. They require to be associated with what they represent.

5. Loose habits of expression create loose habits of thought.

6. Loose habits of expression create the habit of untruth.

7. The possession of words without ideas is like the possession of vast sums of inflated currency. There is a false appearance of wealth; hence the cultivation of conceit. Knowledge of real things cultivates humility.

8. Nothing injures literary style so much as the gaining of words without ideas. "Fill your head with words, and when you get an idea fit it to them. This is the common method, prolific of famished intellects and starveling expressions."—*Whipple*.

VI. The art of cultivating executive powers.

1. The brain is developed through appropriate exercise of physical organs.

2. If due proportion is maintained, muscular power or skill and intellectual power may be acquired at the same time better than each separately.

3. Manipulation of materials corrects superficial ideas derived from words, and prevents conclusions from narrow premises.

4. "Skill to do comes by doing; knowledge comes by eyes wide open and working hands."—*Emerson*.

5. "A pencil is a good microscope."—*Agassiz*.

6. The habit of exactness, hence the moral habit of truth, is cultivated by industrial training.

VII. *The art of cultivating moral power.*

PRINCIPLES.

1. "Life is kindled by life; hence the highest in children is roused only by example."—*Richter*.

2. "Omit negative propositions; nerve us with incessant affirmations. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good."—*Emerson*.

3. A good or bad habit scarred into the brain pours forth its results almost spontaneously.

"The reiterated choice of good and evil gradually determines character."—*G. Eliot*.

4. For every character, no matter how low its moral plane, there is a possible easy step upward.

5. Order, neatness, beauty of surroundings, discipline, are means toward a moral effect.

6. Injustice and unkindness arise chiefly from incapacity for "imagining oneself to be somebody else"; hence cultivate sympathetic feeling.

7. Moral training should be gradual and continuous. It is as impossible morally as it is intellectually to pass from one grade of power to another without passing through the intermediate steps.

8. The order of moral development is, first, quick, vivid feeling; second, sound judgment; third, right action. These, however, act and react upon each each other.

9. The moral power of a child must develop before it becomes the moral power of an adult. To expect of the child the moral power of the adult is to discourage so as to prevent growth, or to force an unsound development.

10. A wrong thing done lessens the power to do right; hence compulsion may be useful in useful negative results.

11. Positive increase of moral power can arise only through self-control.

12. Not the pupil's feeling toward the teacher, but the teacher's feeling toward the pupil, is significant.

13. To scorn another is to be incapable of rendering him moral assistance.

14. The sunshine of happiness is necessary to healthy moral growth. Continued unhappiness breeds moral disease.

15. Intellectual work and industrial work have much to do with the habit of truth.

NOTE.

Any study, such as natural science, which demands of the learner accurate descriptions of personal observations, tends to cure the habit of exaggeration. Any manual labor which must be done exactly, to be right, tends to cultivate the habit of truth.

VIII. The art of economizing power in the school-room.

PRINCIPLES.

1. The secret of thrift is knowledge. Knowledge of the laws and nature of an art enable you to work at it easily, surely, rapidly and successfully.—*Kingsley.*

2. Secure the "greatest good to the greatest number."

3. The more concentrated the teaching, the more comprehensive and efficient the instruction.

4. "Learners should not do with their teachers what they can do by themselves, in order that they may have time to do with their instructor what they cannot do by themselves."—*Marcel.*

5. More excitement than is necessary to impress the point is wasteful. A brilliant experiment may be the least instructive.

6. It is wasteful to spend much time and power in cultivating a mind in a direction in which it is *radically* defective.

7. Concentrate the beginnings of knowledge. After the fire has caught you may trust it to spread of itself.

8. Method without flexibility, which ceases to be a means and becomes an end, is a hindrance rather than a help.

9. Intelligent method is one of the most powerful instruments of human labor.

10. The measure of information is not what the teacher can give, but what the child can receive.

IX. The art of cultivating æsthetic power.

PRINCIPLES.

1. We learn to love order and beauty by seeing it, to appreciate music by hearing it, etc.

2. We learn to appreciate the beautiful by attempting to produce it.

3. Much attention should be paid to the function of discrimination in the cultivation of taste.

X. The art of awakening a sense of the humorous.

AIM.

1. To enliven dull routine.

2. To create vivid associations, thus aiding retention.

3. To enable pupils to detect resemblances between widely different objects.
4. To furnish a source of happiness.
5. To promote discipline by breaking up a bad spirit, and creating a cheerful atmosphere.

PRINCIPLES.

1. He who promotes the happiness of a little child for half an hour is a fellow-worker with God.—*Dwight*.
2. "Wit is a peculiar form of reason."
3. "One witty saying soon doubles itself."—*Page*.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment, nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth year of the course of study is set at work in the Training School where he teaches for *months*. He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in

government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs. This work is pursued in all grades up to high school work. The work done may be seen by consulting the Outlines of Study on page 29.

COURSES OF STUDY.

There are two Courses of Study, the Elementary Course and the Advanced Course. The Elementary Course comprises three years, the Advanced Course, four years. The former course is designed to cover all subjects demanded by the rural and grammar schools, together with a full professional training and such subjects as are needed to insure a high degree of culture; the latter is planned to fit teachers for the duties of the high school grades, and for the superintendency of graded and country schools.

The professional work is so arranged in this school as to offer to graduates of high schools and properly accredited colleges a PROFESSIONAL COURSE of one year. As this Course cannot be covered in less time, no one will be graduated who does not spend an entire year in the school.

A tabular view of the Courses of Study is presented on the following page:

NORMAL DEPARTMENT.

| TERMS. | | PREPATORY DEPT. | | ELEMENTARY COURSE. | | | ADVANCED COURSE. | | PROFESSIONAL WORK. |
|---------------------|---------------------------------|--|-----------------------------------|---|--|-------------------------------|---|--|--------------------|
| Recreation Periods. | | C CLASS. | B CLASS. | A CLASS. | JUNIOR CLASS. | SENIOR CLASS. | | | |
| FIRST TERM. | I. Arithmetic. | Arithmetic. | | Practice. Eng. Literature | Eng. Literature. | Latin. | This course is open to all students who have the requisite academic training. Graduates of high schools and colleges are admitted to it without examination. It can be completed in one year. Those who complete the work are granted a diploma from the Advanced Course. The Professional subjects include Psychology, Methods, School Economy, School Law, History of Education, Science of Education, and Practice Teaching. | | |
| | II. Spelling and Composition. | Drawing. Writing. | Reading. Rhetoric. | Practice. Psychology. | Latin. | Algebra. Trigonometry. | | | |
| | III. Grammar. | Grammar. | Physiology. U. S. History. | Practice. | Geometry. | School Law. | | | |
| | IV. Reading. | Reading. | Arithmetic. Algebra | Practice. Phys. Geog'phy. | School Economy and Hist. of Educ'n. | Physics. | | | |
| | V. Geography. | Geography. | Psychology. | Practice. Chemistry. | Botany. Chemistry. | General History. | | | |
| | | | | | | | | | |
| SECOND TERM. | I. Arithmetic. | Arithmetic. | Book-Keeping. Civil Government | Physics. | Practice. | Practice. | | | |
| | II. Writing. Spelling & Comp | Natural History with Drawing. | Rhetoric. Hist. of English. | School Economy and Hist. of Educ'n. | Latin. Practice. | Practice. Geology. | | | |
| | III. Grammar. | Grammar. | U. S. History. Geography. | Phys. Geog'phy. Geography. | Practice. | Practice. Astronomy. | | | |
| | IV. Reading. | Readings from General History Word Analysis. | Algebra. | Geometry. | Psychology. Practice. | Practice. Latin. | | | |
| | V. Geography. | Geography. | Methods. | Chemistry. Botany. | Chemistry. Practice. | Practice. Phil. of Educ'n. | | | |

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week from 8.30 A. M. to 12.40 o'clock P. M.

The hours of study are from 3 to 5 and from 7 to 9 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation, and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Gymnastics, daily.

Vocal Music, daily.

Composition Work, and Written Examinations by all the classes, from 8.30 to 10.30 A. M. every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

DIPLOMAS.

Diplomas will be issued to graduates of the respective courses.

Certificates of standing in each study of the several classes will be issued to those who desire them at the close of each year or upon leaving school at the end of a term.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic as far as decimals. They must sign a *written pledge to continue one term*, to teach two years in the schools of the State, unless prevented by circumstances beyond their control, and to report semi-annually to the Principal.

3. Applicants for the Advanced Course will be examined in all branches preceding the Junior Class.

4. Graduates of the State High Schools and properly accredited Colleges, will be admitted to the professional work of the Advanced Course without examination, on the certificate of the Principal that they have passed the required branches.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificate of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

5. The time at which classes are formed may be seen by consulting the Course of Study.

6. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be excused. Neither will it be expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

7. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

8. Students will not be admitted into any advanced class without having passed all the studies of the lower classes.

9. Examinations will be held on the first day of each term, and in all studies up to the subject pursued at the time of entrance.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

- a.* Can I read fluently and with understanding?
- b.* Am I a good speller?
- c.* Can I write rapidly and legibly?
- d.* Am I familiar with the use of the dictionary?
- e.* Do I thoroughly understand the principles of elementary arithmetic, and am I skillful in their application?
- f.* Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech and give their office and construction?
- g.* Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in any good Grammar School, and have completed its work, you should be able to answer these in the affirmative, for this is the work for which the Grammar Schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the Lower Classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is, in no sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the

children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for at least two years in the public schools of the State.

To all not pledged to teach, the tuition is \$30 per year.

In the Preparatory Department, \$16 per year.

In the Model School, \$12 per year.

All tuition is payable quarterly, *strictly in advance*.

TEXT BOOKS.

Text books will be furnished free of charge in all departments of the school to those who pay tuition; to all others a uniform fee of \$1.50 per term for rental of such text books as may be needed will be charged.

A strict account will be kept of all injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest eastern wholesale rates.

PREPARATORY DEPARTMENT.

This Department has been organized for the benefit of those who are too old to join the Model School, and not prepared to enter the Normal Department. Thorough instruction is given in all branches required for admission into the C Class.

The requirements for admission into this department are shown by the following resolution adopted by the State Normal Board at its meeting in June, 1884:

Resolved, That candidates for the Normal School, not prepared to enter the Normal School proper, may be entered in the Normal Department, provided:

1. That they have no opportunities of preparation at home.
 2. They purpose entering the Normal Department for preparation as teachers.
 3. They can enter the customary eighth grade or ninth grade classes.
-

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management and in all of its appointments it furnishes to the pupils of the Normal Depart-

ment a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

- Arithmetic, completed.
- Geography, completed.
- Language and Grammar.
- Penmanship.
- Drawing.
- Vocal Music.
- Reading.
- U. S. History.
- Elementary Science:
 - Botany.
 - Physiology.
 - Physics.
 - Natural History.
 - Physical Geography.
 - Mathematical Geography.
- Algebra.
- Book-keeping.
- Literature.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory. These give to this school such opportunities in the way of the illustration of the laws of nature as can be found in almost no school of its grade.

General Information.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. Since the completion of the present spacious and beautiful structure in 1875, the old building has been used as a Ladies' Home. During the sixteen years of its existence it has graduated nearly three hundred teachers, who have returned to the State, on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the State in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the State. The course of study and all the work of the daily program are arranged solely with this end in

view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers*.

THE BUILDING.

The building occupied by this school is quite ample for the present needs of the school, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi River, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire basement of the school building has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, electric machine, whirling table with its accessories, a fine spectrometer, large prisms, mirrors, lenses, steam engine, sonometer, Ruhmkorff's coil, capable of giving a

five-inch spark, plunge battery, a fifty-cell Bunsen battery, suction and force pumps, specific gravity apparatus, aneroid barometer, Hero's fountain, a full set of induction apparatus, electric light, Geissler tubes, dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections, if not the finest in the State. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Some fifteen hundred dollars have been expended in this department. Many pieces of the apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much of the work done by the pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery*. This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction given in this subject, including Anatomy, is amply illustrated by means of dissections in the class room, skeletons, plaster casts, models and charts.

A fine manikin, one of Auzoux's best, has been ordered from Paris. This cannot fail to add greatly to the interest and efficiency of the work in this subject.

LIBRARY.

A fine library of 2,000 volumes is open to all the school. A full line of all the standard reference books, dictionaries, cyclopedias, etc., gives all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a new carpet and chandeliers.

Both it and the Library are open daily to students during all hours when they are not required to attend to the duties of the school.

The following periodicals and newspapers are on file:

PROFESSIONAL.

| | |
|------------------------------------|-------------------------------------|
| Education. | Iowa Normal Monthly. |
| American Meteorological Magazine.* | The School Herald. |
| Wisconsin Journal of Education. | School and Home.* |
| Indiana School Journal. | Canada School Journal. |
| Minnesota Journal of Education.* | Correspondence University Journal.* |
| The Practical Teacher. | Central School Journal. |
| New England Journal of Education. | Appleton's Literary Bulletin.* |
| The American Teacher. | Western Normal Advocate. |
| Popular Science News. | New York School Journal.* |
| Central School Journal, Iowa. | The Penman's Art Journal.* |
| The Teacher.* | Musical Record.* |
| Educational Times. | The School Supplement. |

MAGAZINES.

| | |
|-----------------------------------|---------------------|
| The Century. | Nineteenth Century. |
| The Atlantic Monthly.* | Eclectic. |
| Harper's Magazine. | St. Nicholas. |
| Popular Science Monthly. | Wide Awake. |
| The Magazine of American History. | Babyland. |

NEWSPAPERS, ETC.

| | |
|-----------------------------------|------------------------------------|
| The Nation. | New York Weekly Witness. |
| New York Semi-Weekly Tribune. | Folkeblad (Minneapolis).* |
| Harper's Young Folks. | St. Cloud Journal-Press.* |
| The Illustrated Christian Weekly. | St. Cloud Times. |
| Youth's Companion. | Saturday Spectator (Minneapolis).* |
| St. Paul Sunday Globe. | Sauk Centre Tribune.* |
| The Weekly Pioneer Press. | Sauk Centre Herald.* |
| New York Weekly Herald. | Todd County Argus.* |
| The Weekly Inter Ocean. | Toledo Blade. |
| The Louisville Courier-Journal. | |

*Furnished to the school free of cost by the kindness of the publishers.

ALUMNI ASSOCIATION.

The Alumni Association is in a very prosperous condition—each year bringing back a large number of the former graduates, making the reunion and banquet one of the most interesting features of commencement week. The Association annually provides for a lecture at Normal Hall the evening before commencement. That these lectures have thus far been occasions of interest and profit may be seen in the character of the men who have been secured to deliver them. Among the names on the list we find that of Ex-Governor C. K. Davis, Lieutenant Governor Charles A. Gilman, the Rev. Dr. Tuttle, the Rev. Dr. Cambell and George Edwin MacLean, Ph. D. The obligations of the Association are due to these gentlemen who have so generously responded to its invitations.

SOCIETIES.

A society among the students, known as the "Star of Hope Society," is in a flourishing state. It gives annually a course of lectures, which has proved a great success. It holds its meetings on alternate Friday evenings in the society rooms. These give the students a practical acquaintance with the laws of parliamentary bodies. A very large per cent. of the school belong to this organization.

BOARDING.

The new Ladies' Home, costing about \$30,000, which the liberality of the last Legislature secured to us, will be finished and ready for occupancy at the opening of the school year. This building will be a credit not only to the city, but to the entire State. It is to be built of cream colored brick, three stories high, 105 feet in length and 65 feet in depth, in the form of an L. The rooms are to be high and airy, the halls ample and well lighted.

The building will be heated and ventilated by the most perfect system known to architects—the Ruttan system. All the rooms will be kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room will be changed as often as every 20 minutes.* It will be lighted with gas and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, will be within easy access from all the rooms. A windmill for lifting water to a cistern in the roof, with which hose will be connected, will insure protection in case of fire—while the most approved fire-escapes will be attached to the building.

The furnace heating and gas lighting will do away with all fire on the floors of the Home, rendering the building practically fire proof.

Everything for the comfort and convenience of the young ladies has been made a matter of long and careful study, and it can be confidently promised that it will afford to those so fortunate as to board there all the pleasures of a home, with none of the discomforts of a boarding house.

The house is to be furnished throughout with carpets and substantial new furniture.

Rooms for students will be supplied with table, carpet, bedstead, springs, mattress, pillows, washstand-bureau, mirror, wash-bowl and pitcher.

Students will provide their own napkins, towels, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a waterproof cloak, umbrella and pair of rubbers.

Each student is expected to do at least one-half hour's work each day under the direction of the Matron.

Payments of \$10 per month are made in advance. At the close of the month whatever this amount falls below the actual expenses is assessed on the next month. During the past year the entire expense of board, fuel, lights and washing has averaged less than \$2.75 per week.

While the exact expense of conducting the affairs of the new Home cannot now be determined, it will not exceed \$3.00 per week. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is charged anywhere else.

Such rates of boarding as this school offers, it is firmly believed, cannot be equaled by any other school in the country.

The table is supplied with an abundance of well cooked food and in ample variety. The testimony of our students in the past may be appealed to upon this matter, their uni-

versal verdict being that of complete satisfaction with the table, as well as all of the appointments of the Home.

Preference in choice of rooms will be given in the order of application. Apply to the President or to the Matron.

YOUNG MEN'S HALL.

The building now occupied by the lady students will be furnished and put in charge of a competent steward and its rooms rented to young men.

They will provide their own napkins, towels, one pair of sheets, woolen blanket, comfortable and spread. These articles can be had of the steward at a very slight cost for their use, or they can be bought of him at the lowest possible rates.

To all young men rooming in the Hall, table board will be furnished at the Ladies' Home at \$2.25 per week. To those who room elsewhere and board there a charge of \$2.50 a week will be made.

When two young men occupy the same room a rental of 75 cents per week each will be required. This rental will pay for the wood and lights, thus reducing the entire expense to \$3.00 per week.

As in the Home, rooms will be assigned in the order of application.

This arrangement will allow a limited number of young men to enjoy the very best advantages possible for study at a very small cost.

Board can be secured in private families at rates from \$3.25 to \$4.00 per week.

Students compelled by necessity (none others should think of it) may secure rooms for self boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home, are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not indorsed by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure desirable boarding places for such students as desire it—and families in which students board will be encouraged to report the least delinquency from a perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority and will heartily comply with not only their letter, but their spirit as well. This school is not a reformatory, nor are

the teachers expected to do police duty. Any student who should need such training could give no promise of becoming a teacher.

RAILROADS.

Enrolled students will be sold round trip tickets, at the railroad offices in St. Cloud, good from St. Cloud to their homes and return, for one and one-fifth of the regular fare. These tickets will hold good during the vacation.

ACKNOWLEDGEMENTS.

The acknowledgements of this school are very heartily extended to the people of the State for their cordial support, and especially to the loyal public sentiment of St. Cloud, which has ever looked with pride upon an institution devoted to the upbuilding of the cause of education in her midst, as well as in the State at large.

The school would also express its great obligation to the last Legislature for its liberal provisions for our needs, especially to the delegation from Stearns county, who with many other friends so earnestly made its interests their personal concern, and last, but not least, to Governor Lucius F. Hubbard, who sealed the appropriation of the Legislature for this school by a generous approval of the entire amount asked for by the school.

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. A full station will be opened here in the fall, most of the instruments being already in place. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent. of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the various other signal stations.

MUSEUM.

The school is now in condition to care for contributions to the department of Natural History and Geology, and to all lovers of these lines of scientific thought, and especially to the Alumni of the school, a very hearty invitation is extended to send us whatever may add to the value of our already large collection.

Last year the Rev. E. V. Campbell, of this city, donated to the school the following valuable herbarium of Botanical specimens:

Ranunculaceæ.

- Clematis*.
 Virginiana.
Anemone.
 patens.
 Caroliniana.
 cylindrica.
 Virginiana.
 Pennsylvanica.
 nemorosa.
Hepatica.
 triloba.
 acutiloba.
Thalictrum.
 anemonoides.
 dioicum.
Ranunculus.
 aquatilis.
 multifidus.
 abortivus.
 fascicularis.
 repens, var. *hispidus*.
 Cymbalaria.
 rhomboideus.
 Flammula.
Caltha.
 palustris.
Coptis.
 trifolia.
Aquilegia.
 Canadensis.
Delphinium.
 azureum.
Actaea.
 spicata.

Berberidaceæ.

- Caulophyllum*.
 thalictroides.

Nymphæaceæ.

- Brasenia*.
 peltata.
Nymphæa.
 tuberosa.
Nuphar.
 advena.

Sarraceniaceæ.

- Sarracenia*.
 purpurea.

Papaveraceæ.

- Sanguinaria*.
 Canadensis.

Fumariaceæ.

- Dicentra*.
 Cucullaria.
Corydalis.
 glauca.
 aurea.

Cruciferae.

- Nasturtium*.
 palustre.
Cardamine.
 rhomboidea.
 pratensis.
 hirsuta.
Arabis.
 lyrata.
 hirsuta.
 perfoliata.
 Drummondii.

Erysimum.
cheiranthoides.

Sisymbrium.
canescens.

Brassica.
Sinapistrum.

Draba.
nemorosa.
Caroliniana.

Capsella.
Bursa-pastoris.

Capparidaceæ.

Polanisia.
graveolens.

Violaceæ.

Viola.
Selkirkii.
sagittata.
cucullata.
delphinifolia.
blanda.
lanceolata.
rotundifolia.
canina.
rostrata.
Canadensis.

Cistaceæ.

Helianthemum.
Canadense.

Droseraceæ.

Drosera.
rotundifolia.
longifolia.

Carvophyllaceæ.

Vacaria.
vulgaris.

Silene.
nivea.

Lychnis.
Githago.

Arenaria.
lateriflora.

Cerastium.
arvense.

Sagina.
procumbens.

Portulacaceæ.

Talinum.
teretifolium.

Claytonia.
Virginica.
Caroliniana.

Geraniaceæ.

Geranium.
maculatum.
Carolinianum.
dissectum.
pusillum.
Robertianum.

Rhamnaceæ.

Ceanothus.
Americanus.

Polygalaceæ.

Polygala.
lutea.
sanguinea.
cruciata.
brevifolia.
verticillata.
ambigua.
paucifolia.
Senega.

Leguminosæ.

Lupinus.
perennis.

Crotalaria.
 sagittalis.
Trifolium.
 arvense.
 pratense.
 hybridum.
 repens.
 agrarium.
 procumbens.

Psoralea.
 argophylla.
 esculenta.

Petalostemon.
 violaceus.
 candidus.
 villosus.

Amorpha.
 fruticosa.
 canescens.
 microphylla.

Astragalus.
 caryocarpus.
 Canadensis.

Desmodium.
 paniculatum.

Vicia.
 sativa.
 Americana.

Lathyrus.
 Canadensis.
 ochroleucus.
 palustris.

Apios.
 tuberosa

Phaseolus.
 perennis.
 diversifolius.

Rosaceæ.

Spiræa.
 salicifolia.

Agrimonia.
 Eupatoria.
Geum.
 album.
 strictum.
 triflorum.

Potentilla.
 Norvegica.
 Canadensis.
 argentea.
 Anserina.
 palustris.

Rosa.
 lucida.

Saxifragaceæ.

Parnassia.
 Caroliniana.
Saxifraga.
 aizoides.
 Virginienis.
 Pennsylvanica.

Heuchera.
 Americana.

Mitella.
 nuda.
 diphylla.

Crassalaceæ.

Penthorum.
 sedoides.

Haloragææ.

Proserpinaca.
 palustris.
 pectinacea.

Onagraceæ.

Circea.
 Lutetiana.
 alpina.

Epilobium.

- angustifolium.
- alpinum.
- palustre.
- molle.

Ænothera.

- serrulata.

Melastomaceæ.*Rhexia.*

- Virginica.

Lythraceæ.*Lythrum.*

- alatum.

*Hyssopifolia.**Cuphea.*

- vicosissima.

Umbelliferae.*Sanicula.*

- Canadensis.

Æthusa.

- Cynapium.

Thaspium.

- trifoliatum.

Cryptotaenia.

- Canadensis.

Osmorrhiza.

- longistylis.

- brevistylis.

Cornaceæ.*Cornus.*

- Canadense.

Caprifoliaceæ.*Diervilla.*

- trifida.

Triosteum.

- perfoliatum.

Viburnum.

- acerifolium.

Rubiaceæ.*Galium.*

- trifidum.

- triflorum.

Houstonia.

- cærulea.

- ciliolata.

Valerianaceæ.*Fedia.*

- Fagopyrum.

Compositæ.*Liatris.*

- cylindracea.

- scariosa.

- pycnostachya.

Eupatorium.

- ageratoides

Tussilago.

- Farfara.

Aster.

- azureus.

- oblongifolius.

- puniceus.

- Tradescanti.

Solidago.

- nemoralis.

- Radula.

- Ridellii.

- speciosa.

Chrysopsis.

- villosa.

Rudbeckia.

- hirta.

Lepachys.

- pinnata.

Coreopsis.

- palmata.

Bibens.

- cernua.

Helenium.

autumnale.

Artemisia.

Canadensis.

Ludoviciana.

Antennaria.

margaritacea.

plantaginifolia.

Senecio.

aureus.

Triximon.

cuspidatum.

Nabalus.

albus.

racemosus.

asper.

serpentaria.

Lygodesmia.

juncea.

Taraxacum.

Dens-leonis.

Lobeliaceæ.*Lobelia.*

cardinalis.

syphilitica.

puberula.

Kalmii.

spicata.

Campanulaceæ.*Campanula.*

rotundifolia.

Americana.

Ericaceæ.*Arctostaphylos.*

Uva-ursi.

Gaultheria.

procumbens.

Epigæa.

repens.

Kalmia.

latifolia.

glauc.

Ledum.

latifolium.

Pyrola.

rotundifolia.

elliptica.

secunda.

Monotropa.

uniflora.

Plantaginaceæ.*Plantago.*

Patagonica.

Primulaceæ.*Trientalis.*

Americana.

Lysimachia.

thyrsiflora.

stricta.

ciliata.

longifolia.

Lentibulaceæ.*Utricularia.*

minor.

vulgaris.

Scrophulariaceæ.*Scrophularia.*

nodosa.

Chelone.

glabra.

Pentstemon.

pubescens.

grandiflorus.

Mimulus.

ringens.

Jamesii.

Gratiola.

Virginiana.

Veronica.

Americana.

Gerardia.

asper.

Castilleia.

coccinea.

sessiliflora.

Pedicularis.

Canadensis.

Lanceolata.

Verbenaceæ.*Verbena.*

hastata.

urticifolia.

stricta.

bracteosa.

Labiatae.*Teucrium.*

Canadense.

Dracocephalum.

parviflorum.

Physostegia.

Virginiana.

Brunella.

vulgaris.

Scutellaria.

parvula.

galericulata.

lateriflora.

Borraginaceæ.*Onosmodium.*

Virginianum.

Lithospermum.

hirtum.

canescens.

longiflorum.

Hydrophyllaceæ.*Hydrophyllum.*

Virginicum.

Polemoniaceæ.*Phlox.*

subulata.

Solanaceæ.*Physalis.*

lanceolata.

Datura.

Stramonium.

Gentianaceæ.*Sabbatia.*

stellaris.

Gentiana.

crinita.

alba.

Andrewsii.

Saponaria ?

puberula.

Bartonia.

tenella.

Menyanthes.

trifoliata.

Asclepiadaceæ.*Asclepias.*

incarnata.

tuberosa.

Acerates.

viridiflora.

Aristolochiaceæ.*Asarum.*

Canadense.

Polygonaceæ.*Polygonum.*

amphibium.

articulatum.

aviculare.

sagittatum.

Santalaceæ.

Comandra.
umbellata.

Euphorbiaceæ.

Euphorbia.
corrollata.
polygonifolia.

Cupuliferæ.

Castanea.
vesca.

Araceæ.

Calla.
palustris.
Orontium.
aquaticum.

Naiadaceæ.

Potamogeton.
lucens.
natans.
pectinatus.
perfoliatus.

Alismaceæ.

Alisma.
Plantago.
Sagittaria.
variabilis.
Valisneria.
spiralis.

Orchidaceæ.

Orchis.
spectabilis.
Habenaria.
blephariglottis.
hyperborea.
psycodes.
bracteata.
Spiranthes.
latifolia.

Romanzoviana.

cernua.
gracilis.

Listera.
cordata.

Pogonia.
ophioglossoides.

Calopogon.
pulchellus.

Microstylis.
ophioglossoides.

Liparis.
lillifolia.

Læselii.

Corallorhiza.
innata.

Cypripedium.
arietinum.
candidum.
parviflorum.
pubescens.
spectabile.
acaule.

Amaryllidaceæ.

Hypoxis.
erecta.

Iridaceæ.

Iris.
versicolor.
Sisyrinchium.
Bermudiana.

Liliaceæ.

Trillium.
grandiflorum.
cernuum.
Zygadenus.
glaucus.
Tofieldia.
palustris.

Uvalaria.
grandiflora.
perfoliata.
sesilifolia.

Clintonia.
borealis.

Smilacina.
racemosa.
stellata.
bifolia.

Polygonatum.
biflorum.

Lilium.
Philadelphicum.
superbum.

Erythronium.
albidum.

Allium.
Canadense.

Pontederiaceæ.

Pontederia.
cordata.

Commelynaceæ.

Tradescantia.
Virginica.

Vascular Cryptogamia.

Equisetaceæ.

Equisetum.
arvense.
sylvaticum.
hyemale.

Filices.

Polypodium.
vulgare.

Pteris.
aquilina.

Adiantum.
pedatum.

Onoclea.
sensibilis.

Cystopteris.
bulbifera.

Woodsia.
Ilvensis.

Osmunda.
Claytoniana.
cinnamomea.

Botrychium.
lunarioides.
Virginicum.

Lycopodiaceæ.

Lycopodium.
clavatum.
complanatum.

GENERAL REMARKS.

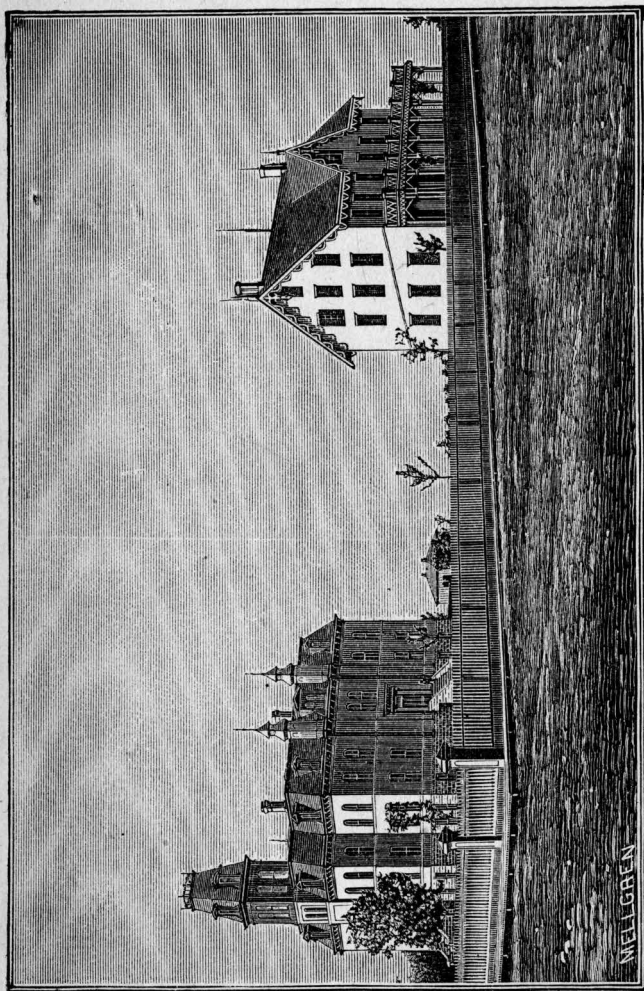
It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may,

also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those of whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the State with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,
St. Cloud, Minnesota.



STATE NORMAL SCHOOL AND (PRESENT) LADIES' HOME, ST. CLOUD, MINN.